

DOCUMENT RESUME

ED 214 239

EA 014 461

AUTHOR Ferguson, James E.
 TITLE Student Council Activity Resource Book.
 INSTITUTION National Association of Secondary School Principals, Reston, Va.
 REPORT NO ISBN-0-88210-107-2
 PUB DATE 80
 NOTE 45p.
 AVAILABLE FROM National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (\$3.00).
 EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
 DESCRIPTORS Check Lists; *Extracurricular Activities; Leadership Training; Meetings; *Resource Materials; School Activities; Secondary Education; *Student Government; Student Participation; Student Volunteers

ABSTRACT

The development of young people is the mission of the student council. The projects described in this booklet are intended as resources for council development and can be modified to suit individual school programs. Many of the projects are presented in detail to emphasize opportunities for the involvement of many students and to focus on the necessary planning involved. Among the projects suggested are teacher and course evaluation, school board representation, building improvement, vandalism prevention, homecoming activities, volunteer programs, special emphasis days or weeks, and fund-raising activities. Checklists, sample letters, release of liability forms, and worksheets are included. (MLF)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED214239

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

T. Koerner

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

Student Council Activity Resource Book

James E. Ferguson

EA 014 461

Office of Student Activities
National Association of Secondary School Principals

Copyright © 1980
ISBN 0-88210-107-2

Office of Student Activities
National Association of Secondary School Principals
1904 Association Drive • Reston, Virginia 22091

Contents

Introduction	iii
Student Council Organization	1
Student Council Portfolio	2
Involvement in Decision Making	3
Leadership Workshops	3
Student Council Affiliations	4
Communication	4
Variations in Council Meetings	6
Student Council Library	7
Agenda	7
Minutes	7
Student Consumer Groups	8
Teacher and Course Evaluation	8
Attendance Policies	10
School Board Representation	12
Superintendent's Advisory Committee	13
Principal's Advisory Group	13
Improvements to the Building	14
Vandalism	15
Homecoming	16
Volunteer Program	22
Special Emphasis Day/Week—Example 1	28
Special Emphasis Day/Week—Example 2	33
Health Fair	35
Fun Night/Indoor Carnival	35
Bike-a-Thon	36
Motorcycle Helmet Rack	37
Read-a-Thon	37
Read-Alert	37
Swap Day	37
Protect the Green	38
The Elderly—An Important Resource	38
Buddy System	39
Toy Library	39

ABOUT THE AUTHOR: James E. Ferguson is principal of South East Junior High School, Iowa City, Iowa.

Introduction

STUDENT COUNCILS can be the lifeblood of a school, their programs enticing to even the most apathetic students. This is possible if council leaders understand their mission and if the council members translate that mission into vigorous and stimulating programs.

The development of young people is the student council mission. The means of achieving this mission is through projects and activities. The projects described in this book are intended as resources for council development. They can be modified to suit individual school programs. Many of the projects are presented in detail to emphasize opportunities for the involvement of many students and to focus on the necessary planning involved.

Student Council Organization

A successful student council involves all of its representatives and most members of the student body. It is vital that the school administration and an adviser be committed to the student council concept. Student council provides the means to develop skills in leadership, decision making, working together toward a common goal. It also teaches students how representative government works. As many students as possible should be able to participate in student council work.

A student council should be structured to fit its purpose, the size of the school, how the council is to function, and what the council is expected to accomplish. Do the necessary homework to determine the appropriate organization for your school—write other schools for copies of their constitutions, visit other councils, attend conferences or workshops on student council, and obtain student and faculty support.

Council membership may include students, students and faculty, or students, faculty, and community members. The council may be an open forum or an organized class; it may be organized around an academic discipline (such as social studies); it may be modeled after municipal government or federal government; or it may be based on elected representation from homerooms.

Organizational structures vary. Anyone interested might participate. Or, each grade might be allocated a number of places within the class to provide for an equal cross-section of the student body. Officers might be elected at large from the entire student body with guaranteed enrollment in the class.

Council classes usually meet daily for credit. Class sessions are devoted to committee projects, studying leadership styles and group dynamics, and developing skills in communication, as well as the business of the council. Students not enrolled in the class participate through committees or special projects.

To encourage participation, some councils allow any member of the student body to attend meetings, voice opinions, and vote on issues. Other councils allow anyone to join by obtaining a designated number of signatures on a petition.

Councils with faculty and administrative representation provide a means for developing communication and cooperation, and for sharing in decision making. Such councils often deal with such decisions as curriculum development, scheduling, graduation requirements, and student rights. Some councils include representatives of the custodians, secretaries, kitchen employees, and paraprofessionals.

Many councils provide for student membership on faculty committees, the board of education, and advisory councils to the principal and superintendent.

Student Council Portfolio

Providing a student council folder for each member can help the council to operate more effectively. Such information is valuable in orienting new members. The council president or the executive board of the council can assemble information for the folders, which could be used for a training workshop at the beginning of the school year.

The folder may contain:

- A directory of the members' names, addresses, telephone numbers, homerooms (constituents), and homeroom teachers.
- A copy of the student council constitution.
- A calendar listing some of the council-sponsored activities.
- A description of the responsibilities of council representatives.
- A description of each officer's responsibilities.
- A list of responsibilities for chairmen of the standing committees.
- The order for conducting council meetings.
- A description of the adviser's responsibilities.
- The procedure for communicating with the representatives' constituents.
- Tips on leadership.
- The annual financial report from the preceding year.
- The council's annual report and committee annual reports from the previous year.
- An explanation of how student council funds are handled.
- A listing of promises or goals cited by current officers during their election campaigns.

The order of meetings includes a description of what occurs during the meeting: calling the meeting to order; roll call; minutes; officers' reports; standing committee reports; special committee reports; new business; announcements; and adjournment. A description of what is to take place during each part of the meeting would be written under each section.

The annual financial report lists all income and expenditures of the council for the preceding year. It includes financial reports of all committees and projects sponsored by the student council during the preceding year.

The annual report cites all activities conducted by the council during the year. Each committee that functioned during the year should submit a report of its activities to the president of the student council. An evaluation of the strengths and weaknesses of each project, expenditures incurred, and recommendations for improvement are cited in these reports.

Other items to be included in the annual report are: a list of the council's officers and representatives; a list of all activities sponsored; the annual financial report; an evaluation of the year and recommendations for future projects. The annual report thus provides a historical record of the year's activities. The report will serve as a beginning point and reference for ensuing councils. The president should submit a copy of the annual report to the principal at the end of the year.

Involvement in Decision Making

When America's schools were established one of their goals was to provide for the continuation of democracy. The student council was established to further that objective. If students are involved in making decisions which affect them, they will learn how the democratic process functions.

Learning to make decisions is an important part of young people's development. Accepting the consequences of decisions is equally important. As students mature they must be given more responsibility and more involvement in making decisions which affect their lives.

Decisions such as which elective courses to take, when they will take them, and with which teacher, can be made by the individual student. Additional opportunities to make decisions can be provided within the classroom through open-ended assignments or through selecting one option among many designed to fulfill the objectives of a lesson. Such procedures not only heighten decision-making skills, but provide a means for the student to identify with the school, the educational program, and the lesson.

Council members who study the procedures for problem solving will have a basis for making decisions:

- Step I—Define the problem.
- Step II—Collect facts and data.
- Step III—Consider alternative solutions.
- Step IV—Consider the results for each solution.
- Step V—Determine which is the best solution.
- Step VI—Implement that solution.

In clarifying a decision, target dates for the achievement of each phase of the decision should be determined, people assigned responsibilities, and alternatives planned in the event the original plan does not succeed. A means for evaluating the effectiveness of the decision must also be planned.

Studying deterrents to problem solving will assist in conducting better meetings. Deterrents such as poorly stated problems, insufficient information, poor communication, wrong procedures, and lack of motivation or support can be reduced by a trained council.

Leadership Workshops

3

Effective student council members need to be trained for their roles. Student councils can accomplish this through workshops early in the school year. Workshops provide a means for members to gain an understanding of their role, the purposes of student council, and how the student council functions within their school. Training in the development of leadership skills is also provided.

The activities of a workshop can vary widely. Activities may include the development of communication skills, application of group dynamics, problem-solving techniques, parliamentary procedure, how to conduct homeroom meetings, how to run student council meetings, the purpose and operation of committee meetings, writing reports,

writing minutes, handling financial matters, goal setting, leadership styles, brainstorming, and discussion groups. Workshops may be conducted on a building, district, and/or area basis.

Student Council Affiliations

School councils are fortunate to have intra-city, district, state, and national level organizations to assist them. Through membership in these organizations, councils are able to exchange ideas, receive leadership training, and gain from the experience of other councils.

Membership in the National Association of Student Councils* provides opportunities for students to attend national conferences, participate in domestic exchange programs, attend leadership training centers, and receive many valuable publications. It provides opportunities for advisers to attend seminars, participate in international student exchanges, and obtain professional legal advice.

Communication

Communication occurs when a message is understood by two or more persons. Communication requires shared meanings and shared understanding. Once elected to office, student council representatives and officers must establish open and continued communication with their constituents. They must never forget who elected them. The representatives are the link between the council and the student body.

Good communication needs to be established between representatives and their constituents; between the council and the student body; between the council and school officials; and between the council and the public.

Steps to improve communication include:

1. Brief constituents and seek their opinions on agenda items prior to student council meetings.
2. Read the minutes of council meetings to constituents and review the progress of meetings with them. If this is not possible, the minutes of student council meetings can be read over the intercom or posted.
3. Hold communication skills training sessions.
4. Include information on the council in the student handbook.
5. Request public service spots on local radio stations. These broadcasts can occur periodically or might be a regular weekly feature at the end of the local news, and could provide information on student council activities and other school events. Broadcast time may vary from one to five minutes.

*For membership information write to the National Association of Student Councils, 1904 Association Drive, Reston, Va. 22091.

6. Invite the principal to visit classes to respond to students' questions or concerns.
7. Meet regularly with the principal and/or invite the principal to attend student council meetings.
8. Establish a teacher/adviser program.
9. Request that representatives attend faculty meetings to present student council views.
10. Survey the students to determine what is the most effective means of disseminating information.
11. Place council information on the daily announcements. If the announcements are read over an intercom system, have students read them.
12. Place posters promoting upcoming events around the building. Those putting them up should be responsible for their removal.
13. Assign students to write council announcements on classroom chalkboards. A chalkboard committee can provide immediate coverage of the entire building. This is an excellent way to involve non-council members.
14. Read brief announcements over the intercom during the day.
15. Develop a welcome booklet for guests to the school. Have it available to all guests and new students. The booklet can include a welcoming message from the principal, a welcoming message from the student council president, a list of officers of the student council, the faculty roster, a brief history of the school, the philosophy of the school, the activities program, the program of studies, a description of alternative programs or special services offered by the school, and a map of the building.
16. Invite parents to visit the school.
17. Develop and distribute weekly, monthly, and/or yearly calendars of activities.
18. Develop a "telephone tree" among members of the student council in which each member is responsible for contacting two or three assigned individuals, who in turn contract additional members.
19. Develop a telephone committee to contact parents of students.
20. Ask guidance counselors to develop a weekly or monthly newsletter to students describing guidance activities.
21. Encourage the principal to establish a monthly or quarterly newsletter to parents. Submit articles to be published in the newsletter.
22. Develop a videotape or slide/tape presentation of your school which can be used to brief visitors as well as orient new students.
23. Develop a telephone hotline. Designate a specified time for parents to telephone the school to voice their concerns, cite their approval, or ask questions. Hotline time may be scheduled during the day or evening.
24. Develop procedures to receive information from your various publics. Be sure that communication is not one-way.
25. Appoint a person or task force to be responsible for communication.

Variations in Council Meetings

Allow enough time in each council meeting for all members to exchange ideas.

Divide the council members into small groups by numbering them off or designating groups according to sections in the room. Small groups may also be formed along committee lines. A small-group leader or facilitator should be appointed along with a recorder or reporter. Leadership positions can be designated quickly by appointing the tallest/shortest person, etc., to be responsible for assigned tasks.

The most important factor of a small-group discussion, as with all student council activities, is the process used to gain desired goals. The emphasis is on the process of learning to formulate and exchange ideas, as well as learning to listen and accept the opinions of others.

Small-group tasks can center on discussing an assigned topic or on brainstorming. When assigning tasks, allow one or two minutes for members to silently formulate their own ideas. At the end of "think time" committee members share their ideas with others in their group.

Brainstorming is a familiar technique used to stimulate ideas or participation. Guidelines for brainstorming include:

1. Allowing time for students to think silently and to write down their ideas.
2. Accepting every idea without taking time to evaluate it.
3. Designating a recorder to write down on a large sheet of paper the ideas presented in each small group.
4. Timing the activity. When groups know that time is limited, they immediately get to work and usually stay "on-task." This may mean terminating a discussion before students are ready to end it.
5. Having the group facilitators present the best ideas generated within each small group.
6. Posting the ideas which have been written on the large sheets of paper for all members to read but not necessarily discuss.

A follow-up activity to brainstorming is having the members of each small group rank order their ideas. Each group must arrive at a consensus; that is, all members must agree on which idea ranks first, second, third, etc. The small-group leader then presents to the council that group's two best ideas. The council can discuss these ideas for possible program development, or a committee can be assigned to study the suggestions.

Leadership skills are developed through this process. Emphasis is on total council involvement. Council members become actively involved in discussion rather than passively sitting waiting for others to assume responsibility for participation.

If a time constraint is defined for each item on the council's agenda, it will help to ensure discussion of all agenda items. For example: "Minutes of Previous Meeting—three minutes." Such a procedure makes it clear that only three minutes will be allowed for the reading of the minutes of the previous meeting.

The appointment of a process observer will help members improve their communication skills. The process observer should time the dis-

cussion of the items on the agenda, keeping the meeting on schedule; observe the group's interaction; and at the conclusion of the meeting report on observations. The observer states who assumed responsibility for discussion during the meeting; if the group stayed on-task; when interest waned; what detracted discussion; and what the positive aspects of the discussion and meeting were. This technique should help students begin to understand the importance of each member's contribution toward the achievement of the group's goal.

Student Council Library

There are many fine books available on student council activities which can be purchased by the council and placed in the school library. Student council members and all members of the student body can then refer to these books. The council can write to the National Association of Student Councils for a list of their publications. The publications are brief, to the point, and present many ideas to stimulate program development.

Agenda

An agenda for each student council meeting should be written and distributed in advance to representatives and other interested students. The agenda may be drawn up by the president alone—or in conjunction with the executive council (officers). All members of the student body should be allowed to suggest items for the agenda, which should be placed in the principal's office, the library, and homerooms and posted on the student bulletin board. Each agenda item should be followed by a brief statement of what business is to be discussed. For example, under "Social Committee Report" may be stated, "Final plans for homecoming activities." Always reserve time on the agenda for new business.

Minutes

The secretary of the student council is responsible for taking, recording, and distributing minutes of all council meetings. This is an extremely important responsibility and should not be taken lightly. Included in the minutes are the date of the meeting, its location, the name of the presiding officer, names of representatives who were not present, and all business which was transacted. Minutes should be typed and distributed to representatives and the faculty as soon as possible following the meeting. They should also be posted on the student council bulletin board, made available for distribution to interested students, and discussed by the representatives with their constituents.

Minutes should be presented in a format for quick, easy reference. This can be done by typing only about three-fourths of the way across the page from the left margin. In the remaining space to the right the secretary can summarize in one or two words the topic presented in the paragraphs at the left. This will allow for quick reference later in attempting to locate information.

The secretary should keep copies of all student council minutes and reports so they can be bound at the end of the year in a notebook or folder. Copies should be presented to the principal and the school librarian, and a copy placed in the student council files.

Student Consumer Groups

Teenagers have tremendous purchasing power, and many advertising campaigns are aimed directly at this lucrative market. A student council consumer group can work to help students get maximum value for the dollars they spend.

One way is for a consumer group to contact stores within the community to request student discounts, either on a regular basis or during special promotion campaigns. Theaters, record stores, clothing stores, sporting goods stores, bicycle shops, and other businesses relying heavily on the youth market can be contacted. The consumer group can distribute information to students through their school newspaper and/or council representatives, listing the merchants willing to provide student discounts.

Consumer group members might want to write a column for the school newspaper. A popular item might be featured, and prices charged for the item at various stores could be compared. For example, at Smith's Department Store, a 10-speed bike is selling for \$125. The identical bike is available at Jones' for \$110. Several items could be reported in each column, and the writer of the column might indicate which items will be featured in the next issue.

Student cooperatives are popular at both the high school and college level. Student council members can operate a cooperative, selling school supplies at wholesale prices.

Teacher and Course Evaluation

In some schools students are involved in either informal or formal evaluation programs. Student councils can work with the administration and the faculty to establish a process allowing students to evaluate each class and its teacher. In the evaluation process, a distinction needs to be made between the merits of a course (content) and the manner in which the course is instructed.

The council must work with the administration and the faculty in developing this program in order to receive needed support. The council may develop an evaluation instrument which is universally applied to all courses and teachers; or may ask teachers to develop their own evaluation instruments and administer them to their classes. The advantage of the first method is that all teachers and all courses are evaluated on the same basis. The advantage of the second method is that teachers can receive information pertinent to their own classes.

Since the goal of evaluation is improvement of instruction, the evaluation should go directly to the teacher, not to the council or the principal.

An evaluation frequently is done at the end of a course. This is helpful for future use, but it does nothing to improve the current class. Consequently, it is of greater value to schedule evaluations at the midpoint of the term. The instructor is then able to use the evaluation results with the very students who made the suggestions. The students benefit from their own input.

The student council may designate the week during which evaluations are to be made. If the school has access to a computer the evaluations can be computer processed. This will provide a rapid means of compiling data according to predetermined criteria (sex, class, total number of classes, etc.). Again, the results should go directly to the teacher, not to the principal.

The benefits of evaluation by students are that teachers learn how students respond to their instruction, recommendations are received for improvement of instruction and course content, and the students become aware that their opinions are of value.

Sample Course Evaluation Questionnaire

Instructor's Name _____

Name of course _____

1. What are your suggestions for improving this course?
2. Was the material presented in this course relevant to your needs? Please explain.
3. Please add any additional comments:

Sample Teacher Evaluation Form

Date _____

Please be as fair as possible. Do not write your name on this paper. Circle "Y" for "yes," "N" for "no," and "S" for "sometimes."

The teacher in this class:

Shows an interest in students	Y	N	S
Knows subject matter well	Y	N	S
Is willing to give individual help	Y	N	S
Has caused me to think	Y	N	S
Conducts interesting classes	Y	N	S
Conducts student-centered classes	Y	N	S
Gives assignments that are reasonable	Y	N	S
Has required me to use the library	Y	N	S
Has a good sense of humor	Y	N	S
Shows favoritism to certain groups or students	Y	N	S
Works to develop thinking skills	Y	N	S
Gets off the subject too often	Y	N	S
Has good classroom discipline	Y	N	S
Gives assignments that are challenging	Y	N	S
Deserves my respect as an individual	Y	N	S
Is prepared for daily lessons	Y	N	S
Can explain answers to questions effectively	Y	N	S
Is fair in his/her testing methods	Y	N	S
Seems to understand student problems	Y	N	S
Is fair in grading	Y	N	S

9

Covers material too slowly	Y	N	S
Covers material too rapidly and not thoroughly enough	Y	N	S
Talks too much of the time	Y	N	S
Would be my choice as a teacher next year	Y	N	S
Wastes too much time	Y	N	S

Attendance Policies

In enforcing attendance policies, school officials often find themselves repeating the same procedures day after day without positive results—that is, without changing student attendance patterns. Attendance policies often place the responsibility of student attendance on the school rather than on the student.

Attendance policy proposals may be drawn up by a committee consisting of students, faculty members, parents, and administrators. The policies may need to be presented to the board of education for their approval and possible later support. Attendance policies define acceptable and unacceptable absences from class or school, and stipulate consequences of unacceptable absences. For example, a policy might state that if a student has six unexcused absences from a class during a semester, the student will be dropped from that class. The student, therefore, is in control of whether or not he or she remains enrolled in the class.

The policy described requires the school to make judgments as to excused or unexcused absences. An alternative to this policy is for the school to specify the number of acceptable absences per semester. It would not make any difference whether the absence was excused or unexcused—each absence would be counted. Exceptions would be made for extended illness, death of a relative, or other extenuating circumstances. This eliminates the confusion of making judgments on each absence and reduces administrivia. All attendance policies should be reviewed by the school's attorney to ensure their legality.

Sample Attendance Policy

(Hempsted High School, Dubuque, Iowa)

Regular school attendance is essential if a student is to obtain maximum benefits from his/her educational experience. Absences that involve illness, family emergencies, or necessary assistance to the immediate family, and which have parent approval, will not be questioned. All other requests will be reviewed by school officials in advance of the absence.

An excused absence will be defined as one for which the parent has requested a student be excused for a stated purpose that has been approved by the school officials. A student absent from school for an extended period of time, other than illness, should request in advance a Privileged Absence Form (examples: family vacation, educational trips, or service examinations).

An unexcused absence is any absence that has not been approved by school officials. It may be for one class period or for an entire day. If the unexcused absence is for more than one day, each day or fractional part of a day will count as an unexcused absence.

Students who have had no previous attendance problems, and as the result of

one prolonged unexcused absence would be subject to expulsion under this policy, may have their cases reviewed for possible reconsideration by school officials.

Absences due to out-of-school suspensions for disciplinary reasons will normally count as one unexcused absence. In cases where such an unexcused absence would result in removal from class or a recommendation for expulsion from school, the school official may exercise discretion.

Three (3) unexcused full-day absences will be allowed during a semester. Upon the fourth unexcused absence, it may be recommended to the board of education that the student be dropped (expelled) for the remainder of the semester.

A student and/or the parents may petition the board of education to re-enroll for the following semester. However, should the student receive one (1) unexcused absence during that semester he or she should be removed from class or recommended for expulsion for the remainder of the school year.

Administrative Guidelines

Unexcused absence (full day)

1. First offense
 - a) Parent contacted by assistant principal
 - b) Counselor notified
2. Second offense
 - a) Parent conference with assistant principal, student, and counselor
3. Third offense
 - a) Parent notified by assistant principal (written notification)
 - b) Conference—Counselor, student, and assistant principal
4. Fourth offense
 - a) Recommendation made for expulsion for the remainder of the current semester

Unexcused absence from a class or classes during the school day

1. First offense
 - a) Teacher notifies counselor
 - b) Counselor calls parent
2. Second offense
 - a) Assistant principal has parent contact or conference with student, parent, and counselor
3. Third offense
 - a) Student will be dropped from that class and will receive an "F" for the semester

All unexcused absences will result in a student receiving a zero for the class missed.

Total absences:

Any student who accumulates a total of 16 absences within a quarter and without a doctor's excuse may be removed from school for the remaining part of that semester.

Suspension:

Any student who receives three suspensions of any nature during a semester—whether for one, two, or three days—may be recommended for expulsion for that semester.

Sample School Attendance Policy

If you are absent from school, PLEASE ASK YOUR PARENTS TO CALL the school between 7:30 a.m. and 4:00 p.m. to inform the school that your absence is excused. The attendance clerk will call parents of students whose absence is unexplained. All excused absences and tardies from school will require a parent phone call. Notes are not acceptable.

On the first school day following your absence you are to report to the attendance clerk. If there was no phone contact with your parent concerning your absence a phone call will be made and you will receive an admit to class. The admit slip is to be shown to each teacher whose class was missed so that the absence will not be recorded as a cut.

Responsibility for making up work missed due to absence lies entirely with the student. In making up work missed you are allowed the number of days that you missed, plus one additional day.

If you anticipate missing school, you should make every effort to make up your work prior to your absence.

If you have been truant, you must report to the assistant principal upon your return to school. A student is considered truant when he/she is absent without the knowledge or approval of his/her parents. A conference with parents may be scheduled before the student who has been truant will be re-admitted to school.

In order to participate in a school activity (athletic, music, drama) which takes place on a school day, you must be in attendance on that day.

Absence from Class (Cutting)

The third unexcused absence from any class will result in your being dropped from that class. Teachers report to the attendance clerk the absence from class. When the attendance clerk is notified of the second absence in a course by you, your parents will be notified that any additional unexcused absence from that class will result in your being dropped from that class with an "F" being recorded as the grade for the course

School Board Representation

A number of student councils have sought, and obtained, representation on their boards of education. The status of student board members varies according to local and state law. In some states a student can be a voting member. In others, the student member is a non-voting representative. In other cases, the student acts only in an advisory capacity.

The selection of students to serve on the board can be done at the same time and in the same manner that student council officers are elected.

Student board members receive the same information that regular board members receive, with the exception of information pertaining to personnel matters. Student board members usually do not attend executive sessions of the board.

A student council seeking representation on the board of education should first consult with the school principal and then the superintendent to discuss steps necessary to gain board approval for a student representative. Proposals should be well planned and documented. Questions to be answered include: the legality of such representation; whether the student member would have a vote; how the student member would be selected.

Steps student council members can take to investigate obtaining a seat on the board of education are:

1. Get information from other schools in the state that have a student representative on their board. Request written information concerning the role the student representative is expected to perform.

2. Write the state superintendent of public instruction and/or the state attorney general to obtain opinions concerning the legality of the proposal.
3. In your proposal indicate the objectives (the reasons why you want students to sit on the board); cite cities within the state with student representatives on their board; include information received from the state superintendent of public instruction and/or from the attorney general of the state.
4. If there are other high schools within your city which are also under the jurisdiction of the board, contact their student councils to work cooperatively with you on this project.
5. Indicate in your proposal how student board representatives are to be selected.
6. Your proposal should state how you envision the representative to function; i.e. non-voting member, etc.
7. Take your proposal to your principal to ask for reactions or suggestions for improvement. Also request suggestions for your meeting with the superintendent.
8. Schedule a meeting with the superintendent to present your proposal. Be sure that the superintendent has been informed of your proposal and of your investigative procedures. Avoid springing the proposal on the superintendent without prior knowledge of your work. Obtain the superintendent's reactions, suggestions, and if possible, endorsement. Request a time when your student council(s) can present the proposal to the board of education. Have representatives from each high school present at the meeting with the superintendent.
9. Follow through on the superintendent's suggestions for your meeting with the board.
10. Once you have representation on the board be sure the representatives fulfill all their responsibilities.

Superintendent's Advisory Committee

Student representatives in some schools react to school policies, speak on the direction of the educational program, voice their concerns, and serve as a liaison between the student council and the superintendent. One way for students to have direct communication with the superintendent is through a superintendent's advisory committee. The superintendent acts as a listener and/or clarifier.

Meetings should be regularly scheduled. They should not be left to a "catch-as-catch-can" basis. Such meetings would also provide the superintendent with a good opportunity to visit the schools.

Representatives to the superintendent's advisory committee should report to the council about what was discussed during the meeting.

Principal's Advisory Group

Communication between principal and students can be improved through a principal's advisory group. The emphasis here should be on the principal listening to students' concerns, questions, and suggestions.

The principal is not there to defend everything taking place in the building.

The sessions with the principal must be scheduled on a regular basis—the more frequent the better.

Students may participate in the principal's advisory group in a number of ways. One method is for students to sign up to attend. Students are then chosen at random from those who signed up. A second means is to appoint specific classes to send representatives to the meeting. Students may be elected by classmates, appointed by the teacher, or a combination of these two procedures.

An informal setting for the meeting is desirable—a conference room, the student council room, or a lounge. The meeting should not be scheduled in the principal's office.

The meeting should be unstructured. However, it may be helpful for the principal to develop key questions if the students do not immediately respond. If the principal is patient and not embarrassed by silence, the students will begin to talk. Regardless, the principal should not control the dialog. Someone should take notes during the meeting. These notes can then be distributed to the faculty so they too become aware of student concerns.

Improvements to the Building

Many schools buildings seem cold and "institutional" rather than warm and supportive. Halls are institutional green or gray, and the same paint is used throughout the building. Walls sometimes have no adornment of any kind.

Students can do much to brighten up the school's appearance to create a more enjoyable setting. Some possible student council projects are listed here.

- Paint murals on corridors and classroom walls.
- Paint murals on the exterior of the building
- Paint murals on the exterior walls of temporary classrooms.
- Raise money for lighting to improve the appearance and security of the building.
- Plant shrubs and trees on the school grounds.
- Place a sign on the school lawn to indicate the name of the school.
- Add picnic tables inside and outside the building for student use.
- Purchase original art to be hung in classrooms.
- Paint directional signs within the building to indicate the location of rooms.
- Purchase bright colored curtains or drapes for windows instead of the traditional gray or brown ones.
- Establish planters around the building and fill them with attractive plants.
- Play music over the intercom when students arrive in the morning and depart at the end of the day.
- Play music in a cafeteria and in the student lounge.
- Raise money to carpet areas of the building—the library, special classrooms, the main office, the counselor's office, hallways, etc.

- Repair all damage immediately.
- Sweep all corridors in the building several times each day.
- Replace drab auditorium curtains with ones which are bright and cheerful.
- Place a picture of the school mascot in the gymnasium, and perhaps the emblems of each team within your athletic conference.
- Place a large welcome mat at the main entrance to the building which carries the school's name or mascot.
- Install aquariums at various points in the building.
- Establish student parks on the school grounds which encourage small-group interaction.
- Hang posters in the building.

Vandalism

Vandalism is a much discussed problem facing schools today. Its high cost drains needed funds from the educational program. Student councils can exert positive, effective leadership in reducing vandalism.

An open and trusting atmosphere within the school does much to reduce vandalism. Open and honest communication, shared leadership, and student involvement in making decisions which affect students help to establish such an atmosphere. Students respond positively to a climate of mutual respect and understanding.

Some school boards have agreed with their student councils to set aside an amount of money equal to what was paid to repair damage from vandalism the previous year. At the end of the semester or year, the money not spent for such repairs is given to the student council. The student council can then conduct an active campaign to expand student awareness of the cost of vandalism by reporting costs weekly.

Other areas in which students might be involved to reduce vandalism:

- Pinpoint damages—are they really vandalism, or something resulting from accident or natural deterioration of aged equipment.
- Assess students for the damage they cause.
- Repair damage quickly so that it does not attract additional vandals.
- Remove graffiti as soon as it appears.
- Keep the school building and the school grounds clean and free of debris.
- Encourage school officials to keep valuable items (calculators, typewriters, AV equipment) out of sight at the end of the day.
- Circulate anti-vandalism pledge cards to students. By signing them students agree not to vandalize the building and to report that which they see.
- Identify potential vandals and enlist them in an anti-vandalism effort.

Homecoming

Homecoming is one of the biggest school events each fall. It occurs early in the school year, and therefore serves as an excellent means for students to begin working together to achieve common goals as well as to identify with the school. The key factor in preparing for homecoming is to be sure that activities are thoroughly planned and include as many students as possible.

Communication among planning committees is important. One way to ensure better communication is to have the responsibilities of each committee written and distributed to all involved. This makes information readily available, provides an overview of the entire plan, and pinpoints responsibility.

Job sheets or a booklet which defines responsibilities of each committee are methods to assist the homecoming committee in organizing events. An example of a booklet follows.

Job Sheet — Homecoming

Date

"Theme"

Chairperson(s): (names)

Steering Committee Members

(list names)

Adviser(s)

(list names)

Schedule of Events

Wednesday, September 21:

Assembly for Homecoming Royalty Candidates

Election of Homecoming King, Queen, and Attendants

Thursday, September 22:

Parade 6:30 p.m.

Bonfire 8:00 p.m.

Sock hop 8:45 p.m.

Friday, September 23:

Homecoming Olympics 7th Hour

Game 8:00 p.m.

Half-time Activities

Saturday, September 24:

Dance 9-Midnight

Sunday, September 25:

Clean-up

Homecoming Committees

I. HOMECOMING ROYALTY COMMITTEE

Duties: To take care of everything concerning the homecoming royalty: assembly, pictures, crown, coronation ceremony, selection of candidates, flowers, etc. Determine when the queen is to be crowned—at the bonfire, half-time of the game, or at the dance.

Committee members: (list names)

A. *Election of Homecoming Royalty*

1. Method

- a. Select candidates from members of the senior class
- b. Students in senior class may remove their names from the list of candidates if they are not interested in being considered
- c. Only seniors may vote. The seven females and the seven males who received the most votes will be the finalists
- d. The entire student body then votes on the finalists

2. Dates of voting

- a. Primary vote by seniors only — (date)
- b. Final vote by the entire student body — (date)

3. Make ballots

4. Publicity

B. *Flowers for Homecoming King, Queen, and Court*

1. Half-time
2. Dance
3. Assembly for homecoming royalty candidates

C. *Crown(s)* — purchase or make

D. *Pictures*

1. School newspaper
2. Showcase displaying pictures of candidates
3. Local newspaper

II. HOMECOMING ROYALTY ASSEMBLY

Duties: Arrange an assembly for the homecoming royalty to be presented to the student body prior to the final vote

Committee members: (list names)

Do List

A. *Location of assembly*

1. Reserve room
2. Make physical arrangements
 - a. Custodial arrangements
 - b. Arrange for needed chairs
 - c. Arrange for platform/stage
 - d. Arrange for public address system

B. *Plan program*

1. Schedule a rehearsal
2. Master/mistress of ceremonies to introduce all candidates
3. Two teachers ask questions of candidates. Give student body an opportunity to hear candidates respond to questions.
4. Multi-media ideas
 - a. Strobe lights
 - b. Live music
 - c. Pictures
 - d. Add entertainment
5. Press notified
6. Escorts selected
7. Select speakers — if any

C. *Ideas*

1. Sell the first homecoming button to the principal
2. Cheerleaders lead cheer prior to assembly

III. PARADE

Duties: To arrange all details for homecoming parade

Committee members: (list names)

Do list:

- A. Obtain parade permit from the city council, if necessary
- B. Arrange for police escort — at least two cars
- C. Plan and announce the route
- D. Review, accept, or deny all parade entry requests
- E. Determine placement of floats in the parade

IV. FLOAT COMMITTEE

Duties: To define regulations governing the floats in the homecoming parade as well as non-float entries

Committee members: (list names)

Do list:

- A. Define regulations
- B. Define construction and cost restrictions
- C. Clean-up requirements specified
- D. Guard or security measures for floats to prevent vandalism
- E. Storage of floats before and after parade
- F. Determine how floats are to be judged. Possible categories: "Most In Keeping With Theme," "Most Beautiful," "Most Humorous," "Most Original," and "Grand Prize"
- G. Determine cost restrictions on each float

V. BONFIRE

Duties: To make all arrangements for the homecoming bonfire.

Committee members: (list names)

Do list:

- A. Arrange for fire truck to be present, and obtain a permit from the city to have the bonfire
- B. Obtain faculty chaperones
- C. Arrange for public address system
- D. Determine location for bonfire and an alternative location for a pep meeting to be held in case of rain
- E. Plan program
- F. Make torch to light fire
- G. Make necessary arrangements with custodial staff
- H. Make a platform (back of a truck or wagon) on which the speakers may stand
- I. Construction of bonfire: wire three 10' (2 x 2) wooden poles (or use steel poles) together at the top. Surround the poles with chicken wire. Stuff cardboard boxes inside the "tee pee" to keep them from blowing away. Lots of cardboard boxes will be needed because they burn very quickly. Kerosene may be used to start the fire — *but never gasoline*
- J. Example of bonfire program:
 - Arrival of cheerleaders and football team (loyalty song)
 - Cheer
 - Introduction of candidates for homecoming king and queen
 - Light the bonfire
 - Cheer
 - Coaches introduced

Football team introduced
Speaker
Cheer
Coaches speak
Cheer
School song

VI. FRIDAY ACTIVITY COMMITTEE (Outdoor Olympics)

Duties: To take care of all activities scheduled for Friday during the school day: snake dance, relays, skits, etc.

Committee members: (list names)

Do list:

- A. Select location (outdoors or gym) for activities
- B. Select master of ceremonies
- C. Arrange for a public address system
- D. Assign individuals to be responsible for specific events
- E. Inform student body of activities that will take place
- F. Stress homeroom and student involvement
- G. Arrange for faculty supervision
- H. Select from possible activities: tug-of-war; watermelon-eating contest; tricycle race; sack race, pie throwing; wheelbarrow race; relays; running backward race; crazy hat contest; etc.

VII. HALF-TIME ACTIVITIES COMMITTEE

Duties: To take care of everything dealing with half-time activities at the game: musical program, introduction of candidates, transportation, display of winning floats

Committee members: (list names)

Do list:

- A. Arrange for music—band entertains on field at half-time
- B. Have definite plans made
- C. Hold rehearsal
- D. Arrange for cars for homecoming royalty and parade around football field (local car dealers may loan cars)
- E. Assign escorts for royalty
- F. Plan floats—have winning floats present
- G. Arrange for guards for floats to avoid vandalism
- H. Select announcer for ceremonies and to introduce royalty

VIII. HOMECOMING DANCE COMMITTEE

Duties: Responsible for everything concerning the homecoming dance, except the band: decorations, coat rack, refreshments, etc.

Committee members: (list names)

Do list:

- A. Plan and put up decorations
 - 1. Set time for decorating
 - 2. Obtain faculty adviser to be present
 - 3. Follow theme of homecoming
- B. Plan and obtain refreshments
- C. Plan clean-up
 - 1. Set time
 - 2. Guarantee that students will show up
- D. Obtain chaperones for dance

- E. Announce dance regulations
 - Examples:
 - 1. No drinking: people may not return if they leave
 - 2. Announce regulations prior to the dance
- F. Announce suggested dress for the dance
- G. Arrange for custodians to be present
- H. Invite alumni through the press
- I. Plan lighting ahead of time
- J. Determine stage arrangement
- K. Plan entertainment during the band's intermission
- L. Determine price of tickets (often determined by the price of the band)
- M. Set up a coat room
- N. See to it that the dance is self-supporting
- O. Hire an off-duty policeman to be present, if necessary

IX. BAND COMMITTEE

Duties: To hire a band for the dance

Committee members: (list names)

Do list:

- A. Hire band for sockhop after bonfire
 - 1. Determine type of music desired
 - 2. Select band within budget guidelines determined by steering committee
- B. Hire band for homecoming dance
 - 1. Determine type of music desired
 - 2. Select band within budget guidelines determined by steering committee
- C. Determine how the money is to be raised to pay the bands
 - 1. Ticket sales
 - 2. Support from the student council treasury
- D. Sign contracts for the bands
 - 1. Determine hours
 - 2. Determine the number and the length of intermissions
 - 3. Determine special equipment/facilities needed
 - 4. Determine the type of music to be played
 - 5. Determine electrical facilities needed
 - 6. Cite the name of your contact person in the band and how that person can be located
 - 7. Determine when the band is to be paid
- E. Open building early for the band

X. REFRESHMENT COMMITTEE

Duties: Make all arrangements for refreshments to be obtained and served at the dance

Committee members: (list names)

Do list:

- A. Operate within budget constraints for refreshments
- B. Determine what refreshments are to be served
 - (Keep refreshments simple and easy to serve)
- C. Purchase necessary serving items — paper cups, napkins, etc.
- D. Determine if refreshments are to be purchased or donated
- E. Decorate refreshment table. Check the theme of the dance committee and carry it out

- F. Arrange for the arrival of refreshments
- G. Schedule servers to work throughout the evening
- H. Determine if refreshments are to be served free or sold
- I. Arrange for clean up

XI. PUBLICITY COMMITTEE

Duties: To advertise homecoming events within the school and in the local paper and to invite alumni

Committee members: (list names)

Do list:

- A. Arrange for coverage in the local newspaper, and on radio, television
- B. Arrange for coverage in the school newspaper
- C. Place posters around the building to stimulate interest
- D. Make daily announcements

XII. TICKET COMMITTEE

Duties: To have tickets for the dance made and sold

Committee members: (list names)

Do list:

- A. Determine and promote sales procedures
- B. Design the tickets (a picture of the team on the ticket adds interest)
- C. Have tickets printed or made
- D. Number the tickets and account for each ticket sold
- E. Set up a strong pre-sales campaign (Sales are usually better if tickets are not sold at the door)

XIII. HOMECOMING BUTTONS COMMITTEE

Duties: Design, order and sell homecoming buttons

Committee members: (list names)

Do list:

- A. Order buttons in late August or early September
- B. Determine design for button
- C. Determine sales procedure
- D. Determine selling price of each button
- E. Keep an accurate account of the number of buttons sold, and the money received from sellers

XIV. MISCELLANEOUS COMMENTS

- A. Keep an accurate account of all charges made. Give all bills to your faculty adviser or to the student council treasurer.
- B. Return all materials borrowed. Be sure that permanent materials are properly stored.
- C. Turn in a detailed written summary of the activities of your committee to the student council president.
- D. Include in your summary recommendations for next year as well as an evaluation of this year's committee.
- E. Remind the student council president or designee to be sure all committees are active and carrying out their responsibilities.
- F. Involve as many students as possible—especially those who are not members of student council.
- G. Encourage the school and city newspapers to provide extensive coverage of the events—especially pictures of the football players and of the homecoming candidates.

- H. Design a special game program which incorporates the Homecoming theme.
- I. Ask the Pep Club to sell balloons, pennants, or pom poms, at the game

Additional Homecoming Ideas

- Make and sell corsages for the homecoming dance.
- Place displays in downtown store windows.
- Form the initials of your school to be burned at the bonfire.
- Have a car parade to the bonfire. Give prizes to the best decorated cars.
- Eliminate the election of a homecoming king and queen. Instead, elect the "most favorite person" or draw names from a hat to see who is to have the honor.
- Have a snake dance after the bonfire.
- Decorate the lockers of each team member with the school colors on the day of the game.

Volunteer Program

A volunteer program provides an opportunity for students to give freely of their time without monetary reward. A volunteer program may be organized in several ways:

1. As a class for which credit may be earned;
2. As an extracurricular activity for which no credit is earned;
3. As an option for students in lieu of structured study hall;
4. As a required one or two-week project for all seniors; or
5. As a summer project for students, with or without credit.

Objectives for a volunteer program include:

- To provide an opportunity for students to contribute time or talent without monetary reward.
- To expose students to career opportunities.
- To provide students with work experience under the supervision of an adult.
- To provide students with meaningful involvement in the community.
- To bridge the generation gap by providing students with the opportunities to work with younger children and/or older adults.

Liability is one aspect of the volunteer program which needs to be carefully investigated. Laws vary from state to state; consequently, legal advice must be obtained at the local level.

The following is a description of a volunteer class. This model may be used by councils to further the volunteer concept in their school.

Model Volunteer Services Class

What is volunteer service?

Volunteers are people who donate their time, energy, enthusiasm, and experience in service without pay.

The purposes of the volunteer class are to:

1. Instill in the students a sense of service through contributing to the well being of others on a volunteer basis.
2. Provide students with work experience prior to their entry into employment. Students are to perform an adult role in their volunteer assignment—not that of a student. They are to establish with their supervisor an employer/employee relationship. Through this experience they will gain experience in working with an adult; in working in an employment-type situation; in receiving instructions which they are expected to follow; and in being accountable for fulfilling expectations of their assignment.
3. Provide students with career experiences and information.
4. Expand learning experiences of students.

What does it take to be a volunteer?

1. Ability to get along with others.
2. Capacity to work with adults and possibly children.
3. Willingness to take supervision.
4. Patience, energy, dependability, and cooperation.
5. Cleanliness and neatness of appearance, pleasant behavior, and courtesy.
6. Sincere desire to help others.

What can you gain as a volunteer?

1. Experience in an actual job, a chance to assume responsibility.
2. Knowledge of your own abilities, your likes and dislikes, for use in deciding on a career.
3. Increased contact with your community.
4. The opportunity to meet new people and gain new experiences.
5. A chance to participate with adults in an adult role.
6. The opportunity of putting some of your skills, hobbies, and interests to actual use.
7. Experience which will help you to understand the world of work in which you will eventually be a part. The supervisor on the job may be helpful in obtaining other jobs or in writing employment recommendations.
8. The opportunity to learn to make decisions, to be resourceful, and to take initiative for the completion of tasks.
9. Career exploration and an opportunity to experience the intrinsic value of doing for others.

Who may participate in the program?

1. Any student may enroll in volunteer service class as an elective.
2. There are no requirements as to academic grade point average, nor to citizenship standing in order to participate.

Organization of class

1. The volunteer services class is scheduled to meet during the first period, but students may enroll for any period during the day.
2. The assignment of the volunteer is to be during first period or during any unscheduled time.
3. The first week of class will be devoted to orientation.
4. At the end of the first week, volunteer site assignments will be made. Class will be continued for those students who have not been assigned. When possible, assignments will be made according to the volunteer's preference.
5. Following orientation week, volunteers will report to their site assignments.

Volunteers will meet together as a class every three weeks during the term.

6. Students will set personal goals they wish to achieve through their volunteer experience.

Suggested services provided by volunteer workers

1. Assist with completing classroom routines.
2. Distribute books and supplies to students.
3. Help in the preparation of instructional materials.
4. Grade objective tests.
5. Record marks in the grade book.
6. Put student work on the board.
7. Obtain designated materials for class units.
8. Compile a picture file for use in class units.
9. Catalog magazine and newspaper articles pertaining to class units.
10. Set up experiments and projects.
11. Keep materials and the classroom in order.
12. Help with arts and crafts, music, physical education and dancing.
13. Organize and supervise a classroom library.
14. Make posters.
15. Set up hall display cases.
16. Do clerical chores.
17. Listen to students read, or read to them.
18. Help inventory books and supplies.
19. Assist in the library.
20. Supervise students on the playground.
21. Tutor students.
22. Assist on field trips.
23. Duplicate materials.

Volunteer Assignment Requests

Name _____

Rank order the three volunteer site assignments which you would like to have from first (favorite) to third (last choice).

1. _____
2. _____
3. _____

Why do you want to volunteer in your #1 choice?

What skills do you have that will help you?

What do you think the requirements are to be successful in that position?

List three goals which you expect to achieve on your volunteer assignment?

1. _____
2. _____
3. _____

Sample Letter to Parents of Volunteers

Dear Parent/Guardian:

(Date)

Your son/daughter, _____, is enrolled this semester in the Volunteer Service Class. Your child has expressed an interest in volunteering at _____. This selection has been approved by the volunteer site supervisor and myself. Each volunteer understands that if his/her assignment is off-campus he/she is to pro-

vide his/her own transportation. Volunteers are to return to the school in time to attend their other classes. If your child has a study hall preceeding or following his/her volunteer time, and wishes to continue on his/her volunteer assignment, he/she may do so with your approval. If your child is to be absent from school, he/she is to call the volunteer location and inform them. This is very important as his/her volunteer supervisor may need to change procedures for the day due to such absence.

Please sign and return the attached "Release of Liability" form. If you have any questions concerning the volunteer program, feel free to call me.

Sincerely yours,

Volunteer Service Instructor

I have read this letter and approve the above assignment.

Parent/Guardian Signature

Date

(name)

(name of site)

Release of Liability

We, the undersigned being _____
of _____, a student in the
_____ do by these presents acknowl-
edge that _____ have given consent to the participation
of our _____ and we do by these
presents release and discharge the _____
its officers and employees from any and all liability for any injury suffered by the
student in transit to and from and at such activity save and except for willful
negligence on the part of the district, its officers, and employees.

Dated at (name of city), this _____ day of _____ 198____

(Parent/Guardian)

(Parent/Guardian)

(parents/guardians)

(name of student)

(name of school)

25

(I, we)

(son, daughter)

(name of school district)

Sample Letter to Volunteer Site Supervisors

(Date)

Dear Volunteer Supervisor:

Thank you for being an important part of our volunteer program. The success of this program depends on the placement of students in responsible positions within our community or school system. I am aware of the time and effort necessary on your part to make this program a success. We are grateful for your participation.

The objectives of the volunteer program are:

1. To instill in the students a sense of service through contributing to the well being of others on a volunteer basis.
2. To provide students with work experience prior to employment. Students are to perform an adult role in their volunteer assignments—not that of a student. They are to establish with their supervisor an employee/employer relationship. Through this experience they will gain experience in working with an adult in an employment-type situation; in being given instructions which they are to follow; and in being accountable for the expectations of their assignment.

The students are to contact you if it will be necessary for them to be absent. If absenteeism becomes a problem, please contact me.

I will enclose for your information the following items: a description of the volunteer program; an evaluation form which you will be asked to complete at the end of the term; and a schedule of the days on which classes will be conducted at school (students report to school on these days for class instead of going to their volunteer site).

During the term I will visit the volunteers at their sites. In the meantime, if you have any questions or concerns please call me.

Again, I would like to express my appreciation for your involvement for what I feel is an extremely important program.

Sincerely yours,

Instructor

Enc. 3

Volunteer Service Class Job Description

Volunteer _____ Volunteer's Phone Number _____

Supervisor _____ Location _____

1. Specific responsibilities and duties:
2. Time commitment (Time which you are expected at volunteer site):
3. Personal goals which you have for class volunteer experience:
4. How you will receive your daily instructions (orally, written, filed in a special folder, written on a chalkboard, etc.):

Evaluation of Volunteer by Supervisor

Volunteer's name _____

Volunteer assignment (location) _____

Person writing this evaluation _____ Date _____

1. General evaluation of the volunteer's work:
2. Please list the assigned duties of the volunteer:
3. Was the volunteer on time? Yes _____ No _____
4. Did the volunteer follow instructions?
5. Did the volunteer exhibit initiative in fulfillment of his/her responsibilities?
6. Please describe the volunteer's attitude:
7. Was the volunteer able to establish a good rapport with those with whom he/she worked? Yes _____ No _____
8. Did the volunteer require more supervision than is usually necessary?
Yes _____ No _____ Comment: _____
9. Suggestions for how the volunteer can improve his/her job performance:
10. Would you hire this individual in an employment situation? Yes _____
No _____
11. If available, would you want the same volunteer again? Yes _____ No _____
12. Suggestions for improving the volunteer program:
13. Should the volunteer receive credit for the course? Yes _____ No _____
14. Other comments:

Student Evaluation of Volunteer Assignment

Volunteer _____

Assignment _____

Volunteer site supervisor _____

1. General evaluation of your work:
2. What were your duties and responsibilities?
3. Did you achieve the goals which you set at the beginning of your assignment?
4. Was your supervisor:

Available	Yes _____	No _____
Helpful	Yes _____	No _____
Understanding	Yes _____	No _____
5. Was your job:

Meaningful	Yes _____	No _____
Interesting	Yes _____	No _____
Challenging	Yes _____	No _____
6. Would you like to see this volunteer site continued as part of the program?
Yes _____ No _____
7. Describe your reaction to the Volunteer Program. (Did you have a good experience? Should the program be continued? Suggestions for improvement.)
8. Should you be given credit for the course? Yes _____ No _____

27

Special Emphasis Day/Week—Example 1

A Special Emphasis Day/Week provides an opportunity to study contemporary topics of significant social concern. The basic format consists of selecting topics to be explored, determining the components of the issues to be investigated, designating a week or a day for the study, and inviting resource personnel to the school to make presentations. Other activities such as films, simulations, field trips, and cultural activities may also be scheduled.

Regular classes continue during the special emphasis period and attendance by students at the sessions may or may not be optional. Special Emphasis time may be built around international or domestic issues. Time may also be devoted to cultural pursuits as in a Fine Arts Week or to personal improvement such as a Human Relations Day.

Worksheets for a Special Emphasis Week follow.

Sample Worksheets For Special Emphasis Week

INTERNATIONAL WEEK — 19 —

April 6, 7, 8

"AWARENESS"

COMMITTEE MEMBERS

(list names here)

THEME — "Awareness — not so much becoming aware of the world around us, as becoming aware of what we don't know."

COMMITTEE ASSIGNMENTS (Condensed)

Topic: Emerging Nations of Africa

Chairpeople: (list names)

Topic: The Spread of Communism

Chairpeople: (list names)

(Examples of other topics and committee assignments: China; Imperialism; Southeast Asia; human rights and foreign policy; U.S. involvement around the world; archeology in Latin America; India; Peru — slide talk; South American nations; Pan American relations; films; publicity; radio spots and talk show; guitar songfest; invitations to area councils; involving foreign students enrolled in our high school; exchange program pledge drive (bonds); band concert and reception.)
"Thank You" Committee.)

SCHEDULE OF EVENTS (Condensed)

PLEASE NOTE: No all-school assemblies will be held. All events are optional, with attendance based on your teacher's approval.

Monday, April 6

First hour — 8:20-9:15

"Emerging Nations of Africa"

(Description of Session)

Speaker(s):
 Student Chairperson:
 Location: Study hall
 Capacity: 150
 Film — "South Africa Essay: One Nation—Two Nationalists"
 (Description of film)
 Student chairperson:
 Location: Room 18
 Capacity: 75

Tuesday Evening—April 7

Band Concert: 8:00 p.m., Little Theater
 Chairperson of refreshments:
 The exchange students visiting at school on Wednesday will be introduced during the concert. Refreshments will be served in the Commons following the concert.
 (Concert Program Listed)

Wednesday, April 8

Exchange students attending nearby high schools will visit the school on Wednesday. These students will arrive Tuesday afternoon to attend International Week sessions. Dinner that evening will be a potluck in the cafeteria, followed by the band concert in the Little Theater. They will stay overnight in the homes of students.

On Wednesday, the exchange students will visit classes throughout the day. Teachers interested in having them visit their classes will be asked to make a formal request to that effect. Class discussion may be centered around these students or the students may observe the regular class.

Only two events are scheduled for Wednesday.

Homeroom activity: 8:20-8:30
 Sale of A.F.S. Bonds—50¢ per bond
 Student chairperson:
 Seventh hour—2:42-3:37
 A.F.S. Talent Show
 Performers: Visiting A.F.S. students
 Student chairperson:
 Location: Little Theater
 Capacity: 272

Attendance Reporting for International Week

Students are to select one activity for each period in which they wish to participate by marking the blank to the left of the title on the attached form. Students must attend sessions for six of the seven periods. At each session students will receive a ticket to be turned in along with this sheet to their homeroom teachers at the end of the day. The tickets are to be stapled to the top of this form.

Name _____ Homeroom _____

PERIOD 1: 8:20-9:15

_____ "Emerging Nations of Africa"—Study hall
 _____ "East and South Africa"—Little Theater
 (and so on...)

A.F.S. Host/Hostess & Visiting Exchange Students

(Name of exchange student)
 Paraguay

Cedar Rapids (U.S. residence)
Host/hostess (name of student with whom the exchange student will be staying)
Invitations have been sent to:
100 randomly selected parents
The board of education members
Central office personnel
Thirty-two exchange students
Fifteen area student councils
Faculty spouses
Mass media — radio, t.v., & the press

Sample Confirmation Letter to Presentors

Dear _____:

This letter is to confirm your scheduled appearance at West High School during our International Affairs Week. You are scheduled to present on _____ at _____, in room _____. Please enter the building through the main entrance on Melrose Avenue. You will be met at the door by student greeters.

Enclosed is a copy of the schedule for the entire International Affairs Week. Also enclosed is a map directing you to our school.

We are looking forward to your coming to West High School to participate in our program.

Sincerely,

(name)

Chairperson for International
Affairs Week

(date)

(time)

(room number)

Instructions for Session Hosts/Hostesses

1. Please be at the main entrance at your scheduled time to meet your speaker/presenter.
2. Take your guest to the Conference Room for removal of his/her coat and offer coffee and rolls.
3. Obtain background information for introducing the speaker.
4. Escort your speaker to the room in which he/she is scheduled to appear.
5. Introduce your speaker to the students. Let the audience know why the speaker is qualified to present. Introductory material may include: educational background; current employment; speaker's connection with the topic; experience, research, etc.; the speaker's topic.
6. If the room in which the session is held is filled to capacity, request students who are unable to be seated to attend another session.
7. If there are any disturbances, try to handle the situation; if you need assistance, request such from a teacher attending the session.
8. Complimentary lunch tickets for your speaker are available at the switchboard in the office.

9. Begin and end the sessions on time. When it is time to stop, stand up and move toward the speaker's stand.
10. Thank the speaker and the audience, and dismiss the group to the next session.

If there are any other questions, contact _____
committee chairperson. Thank you, and have fun!

Invitation to Foreign Students Attending Other Schools

Dear _____

School, city, is holding an International Affairs Week on April 6, 7, and 8. The week is intended to create awareness of international problems and events.

We would be pleased if you would be able to contribute your knowledge about your country to our program as well as share International Affairs Week with us.

Wednesday, April 8, has been set aside as International Cultural Exchange Day, during which foreign students from many countries have been invited to present short talks and hold small-group discussions with our students.

If you are able to participate, we would like you to arrive at West High at noon on Tuesday, April 7, where you will be met by a host/hostess with whom you will spend the night. Various activities will be arranged to enable you to meet other foreign students and the students at West. On the following day (Wednesday) you will be scheduled to visit classes and to present a program on your country. The program will conclude at 3:30 p.m., Wednesday. You should arrange for transportation home for that time.

If you are able to attend, please return the reply slip below as soon as possible. If you have any questions, please write or call.

We hope that you will be able to be with us.

Sincerely,
(name)
Chairperson

Name _____	
Country _____	
_____ I am able to attend International Affairs Week.	
_____ I am unable to attend International Affairs Week.	
Please return to: International Affairs Committee	
West High School	
(Address)	

Instructions for Hosts and Hostesses of Exchange Students

1. The visiting exchange students are scheduled to arrive at West High at noon on Wednesday, April 8. You are asked to be at the main entrance to greet and escort them.
2. Visiting exchange students will attend International Week sessions Tuesday afternoon.
3. Be sure to arrange to meet your guest after school on Tuesday in order to take him/her home with you.
4. At 6:00 p.m. on Tuesday, a potluck dinner will be held in the cafeteria. Bring your guest, family, friends, and of course — FOOD!
5. A band concert will be held at 8:00 p.m. on Tuesday in the Little Theater. You and your guest will be introduced at the concert.

6. Refreshments will be served in the Commons following the concert.
7. Your guest will stay with you Tuesday night.
8. On Wednesday, the exchange students will visit classes according to the schedule to present and answer questions.
9. During seventh hour on Wednesday, there will be a talent show in the Little Theater. Your guest is invited to provide talent for this event.
10. Your exchange student is to be picked up at West High about 3:45 p.m. on Wednesday by their American family.

Name of West High Host/Hostess: _____

Your guest will be _____ from
(country)

Thank you for participating in this activity. Special thanks to your mom! Please see the chairperson of the committee if you have any questions.

Memo to Faculty — Classroom Involvement

TO: Faculty

FROM: (name)

SUBJECT: Special International Week Activities

DATE:

Many faculty members have indicated they are planning special activities or lessons with their classes to expand upon the International Week theme. We are interested in knowing what you have planned during this week and would like to share this information with students and other faculty members.

Would you please indicate below any special plans or activities that you have planned and return this form to the office by tomorrow. Thank you.

Teacher's Name: _____

Activities planned: _____

Letter Mailed to 100 Randomly Selected Parents

Dear Parent:

You are cordially invited to attend West High's International Affairs Week being held at the school on April 6, 7, & 8.

The theme this year is "Awareness." Our objective is not so much to become aware of the world around us, as to become aware of what we do not know. Topics will be varied. There will be visiting exchange students and many outstanding speakers.

You are invited to attend any of these sessions. A copy of the schedule is enclosed for your convenience.

Sincerely yours,

(name)

Invitation Chairperson

International Week Evaluation Form

Please check one: _____ student _____ faculty

My general evaluation of the program:

_____ Excellent _____ Good _____ Average _____ Poor

I think the strong aspects of the program were:

Areas of needed improvement are:

I favor the following method in having students attend sessions:

_____ By classes — all students in one class attend the same session.

_____ On an individual basis—students register for the session they wish to attend.

I prefer the length of this program to be:

_____ One day _____ Two days _____ Three days _____ Four days _____ Five days

_____ I am in favor of continuing this type of program.

_____ I am not in favor of continuing this type of program.

Please comment briefly on the following:

Quality of sessions

Variety of sessions

Organization of program

Advance information provided to you

Thank you

Special Emphasis Day/Week—Example 2

The format just described in detail for "International Week" can be used for other topics such as: Human Relations Day/Week; Fine Arts Day/Week; The Fifties (or any other decade); and Ecology Day/Week. Objectives, topics, and activities for each of these programs are suggested below.

Human Relations Day/Week

Objectives:

1. To explore alternative ways for students to relate to each other.
2. To learn new skills in self-disclosure, in understanding of self, and in understanding others.
3. To experience informal student-teacher relationships.
4. To become aware of the dimensions of human relations in the larger society—politics, education, etc.
5. To provide an opportunity for students and faculty to constructively evaluate the humanistic dimensions of our school.
6. To improve communication skills.
7. To learn how to cope with problems and difficulties.
8. To set personal goals.
9. To improve people skills.
10. To develop positive attitudes.

Suggested topics: Humanizing the classroom; interaction activities; student-teacher relations; exchange students speak; human liberation (women's movement, new masculine consciousness), the blind; the teacher/adviser program; substance abuse; nonverbal communication; values clarification; self-awareness; realizing human potential; the effect of mass media on human beings; family relationships; and developing positive attitudes.

Possible activities: Conduct values clarification activities; take a teacher to lunch; arrange for performances by musical groups; rearrange classrooms to eliminate the straight row-by-row formation of student desks; play music in the morning as students arrive; speak to people you have not spoken to; arrange strength bombardment activities; arrange for activities to foster communication; address faculty by their first names (this is not license to be familiar); conduct awareness expanding activities; decorate the building with friendly signs carrying humanistic slogans; and study the development of positive attitudes.

Fine Arts Day/Week

Objectives:

1. To expand awareness of the world of fine arts.
2. To provide an opportunity for students to share their achievements in the area of fine arts.
3. To develop an appreciation of the fine arts.
4. To provide a means of expanding on an area of knowledge.
5. To provide a means of recognizing talented students.

Suggested topics: Contemporary movies; poetry; the role of the theater in society; contemporary artist; trends in the arts; how the arts influence the times; the performing arts; the visual arts; art appreciation; filmmaking; sculpture; and photography.

Possible activities: Feature-length films; dance review; poetry reading; classical music performance; concerts; field trips to museums/galleries; thieves (art) market; art auction; art show; photography display; drama presentations; drama workshop; art demonstrations such as silver smithing, potter's wheel, weaving, etc.; and synchronized swim show.

The Fifties (or any decade)

Objectives:

1. To develop an understanding of a specific era.
2. To be able to understand and to appreciate the current decade by studying another decade.
3. To understand how various aspects of society (music, literature, politics) are interrelated.
4. To develop investigative methods and tools.

Suggested topics: Politics; role of women; literature; prominent individuals; music, movies, athletics; scientific achievements; architecture; religion; fashion; the family; the economy; achievements of the decade; world powers; and impact of the decade.

Possible activities: Speakers; films; plays; concerts; field trips; displays; dress according to the decade being studied; oral histories (interviews with those who lived during the decade); and panel presentations.

Ecology Day/Week

Objectives:

1. To understand resources are limited and must be conserved.
2. To understand the importance of the individual in practicing ecology.
3. To gain knowledge in the varied aspects and the complexity of ecology.
4. To begin projects which stress ecology.
5. To understand that ecology is not a fad but an ongoing concern.

Suggested topics: What is pollution; effects of pesticides on man and his environment; environmental effects of water pollution; water; urban aspects of pollution; population pollution; the future; local ecological plans; food supply; conservation; natural resources; public health; comprehensive planning for the preservation of the earth; transportation; oceanography; urban renewal; endangered species; oil/gas; energy saving techniques; mail pollution; soil conservation; noise pollution and internal human pollution.

Possible activities: Walk (or ride a bicycle) to school; develop car pools; develop bike paths; plant trees and shrubs; collect newspapers for recycling; collect cans and other items to be recycled; contact local officials to discuss area problems; clean up roadways and city parks; establish mini-parks within your community; place waste containers around school building and the school yard;

beautify the school ground; distribute litter bags to each fan at football games; urge the installation of storm windows; attempt to reduce the amount of electricity used; and sponsor a contest to see who can offer the most energy-saving suggestions.

Health Fair

Health Fairs are organized to focus on problem prevention and personal care. At a Health Fair students may see displays on personal hygiene, smoking, dieting, hypertension, child abuse, obesity, responsible drinking, skin care, the problems of the elderly, air pollution, immunizations, nutrition, the use and abuse of over-the-counter medication and drugs, birth control, substance usage, and venereal disease.

Presentors can be obtained from organizations such as the Heart Association, Cancer Association, Mental Health Association, County Health Association, Visiting Nurses Association, medical colleges, weight reducing organizations, retirement homes, Alcoholics Anonymous, and Alateen. Health careers can also be studied.

Health Fair activities include: small and large-group discussions, films, blood contributions, signing of pledge cards to stop smoking, organizing a diet club, displays and demonstrations by health care professionals, blood typing, and sign-ups for volunteer service.

Fun Night/Indoor Carnival

An activity which can generate lots of money is a fun night or indoor carnival. Considerable planning is required, for planning is the key to a successful evening. The activity can focus on two age groups: During early evening scheduled activities could appeal to the elementary aged child. Later events could be suited to junior-senior high school students.

Activities might include: roller skating; clown make-up; bingo; nickel toss; kangaroo court; white elephant sale; an auction; an arts and crafts sale; a "nightclub" complete with show; a fashion show; puppet show; western health bar; haunted house; obstacle course; tin-types (polaroid pictures); banana eating contest; penny arcade; balloon booth; dunking machine; button making machine; movies; dart throw; tattoos; door prizes; free-throw contest; a dance; cake walk; and fortune telling.

Tickets for the events may be purchased at special booths, thus eliminating the need to handle money at each stand. Tickets also generate a greater volume of business than does requiring payment of cash to be made at each stand.

To advertise the evening student council members might dress up in clown costumes and visit elementary schools.

Bike-a-Thon

Model Program

Purpose: To raise money for a bicycle path.

Date: Sunday, April 14 (Rain date: one week later)

Time: 1:00-7:00 p.m. (Sign-ups not accepted after 3:00 p.m.)

Assembly Place: Capitol Street between Market & Jefferson

Route: South on Capitol; east on Jefferson; north on Clapp; west on Market.

Length: Minimum—one lap (two miles); maximum—25 laps (50 miles).

Procedure: All riders must fill out a pledge card with a list of sponsors and the amount sponsors are willing to pledge per mile. Inform your sponsor of your mileage goal; it will be easier to collect your pledges. Your sponsor may wish to make a flat donation for your participation. This is fine. Each rider will be responsible for soliciting his or her own sponsors.

Pledge cards will be available to riders beginning April 1, at the following locations: counselor's offices, principal's office, and the library. Pledge cards must be turned in at the registration table at the beginning of the ride. Riders will then be given lap cards, which must be stamped by a registrar upon completion of each full lap. When a rider quits, he or she must turn in the lap card to a registrar, who will validate the card and return it to the rider along with an envelope for the mailing of pledge money.

Riders will be responsible for collecting and mailing pledge money they receive from their sponsors. Present your validated pledge card to your sponsor as soon as possible. The longer you wait, the more difficult it is to collect. Pledge payment must be made by *check only*, payable to the school, and marked "BIKE-A-THON." *No cash* is to be accepted. Money contributed is tax deductible. Your sponsor's check will be his or her receipt.

Cyclists may wear advertisements from their sponsors. Monitors and police escorts will be stationed along the route. Refreshment stands will be located at the assembly place.

General Rules:

1. Riders must follow all traffic regulations and signals.
2. Riders must have a current bike registration.
3. Riders must complete every lap started.
4. Riders under 18 (legal age), must have their parent or guardian sign the waiver of liability.

Pledge Card

Please bring this pledge card with you on the day of the ride. Your goal is _____ miles.

Sponsors

Name	Address	Phone	Pledge per mile
------	---------	-------	-----------------

Total per mile pledges	_____
------------------------	-------

Miles ridden	_____
--------------	-------

Total amount earned	_____
---------------------	-------

Organizers of the Bike-a-Thon may want to award prizes to the riders collecting the most money. A party or dance may be scheduled for all participants.

Motorcycle Helmet Rack

Storage of motorcycle helmets in student lockers is virtually impossible. Motorcycle helmets are expensive and may be the target of thieves. Student councils can install a motorcycle helmet rack in a supervised area and thus provide for their safe keeping. The motorcycle helmet rack is easily constructed by affixing 2" x 6" beams to the wall. Wooden pegs or dowels protruding at a 45° angle from the beams serve as holders for the helmets. The bright colors of the helmets hanging is attractive and not unlike a pop art sculpture.

Read-a-Thon

A Read-a-Thon is an activity to encourage reading and to raise money. Sponsors of participants in the Read-a-Thon pledge money for each book the student reads during a specified period of time (three or four weeks). Prizes for participants may be provided for added incentives. Written and/or oral book reports will verify the books have been read.

Read-Alert

Read-Alert is an activity to encourage students to carry reading material with them at all times for use during unexpected free time. Students are informed that a Read-Alert is to be scheduled on a given day but are not told the exact time. When the Read-Alert is announced over the intercom, all students, teachers, secretaries, and administrators stop whatever they are doing and read for 15 minutes.

The program highlights the importance of reading as well as emphasizes that much can be accomplished through short periods devoted to reading.

Read-Alerts scheduled at the beginning of a class period avoid interruption of classes in progress. Teachers should always be informed in advance of a Read-Alert so they may plan accordingly.

Swap Day

Swap Day (switch with a parent) provides students with an opportunity to be excused from school if they arrange for an adult to take their place. The "Swap" between student and adult may be for a full or half day. If a student's parents cannot participate, the student may "swap" with a grandparent, neighbor, or adult relative. The exchange is intended to give adults an opportunity to see the school in operation and to enable them to better understand available educational opportunities. The student making a swap provides his or her adult exchange with appropriate information regarding school procedures.

A Swap Day may be scheduled for a specific day or may occur at

any time. Adults are given a Swap Packet which includes the student's class schedule, location of the locker and its combination, a nametag, and a map of the building.

An alternative to Swap Day is to have parents accompany students to school at some time during the year.

Protect the Green

The shortest distance between two points is a straight line. A path across the lawn provides evidence that students are aware of this geometric fact. Although paths are unsightly, it is usually not feasible to install sidewalks wherever they appear.

One method to obtain student cooperation in keeping off the grass is to place signs at the beginning of a path. Student council can sponsor a contest for what is to appear on the sign. Catchy phrases often obtain more cooperation than a stern "Keep Off The Grass." Phrases such as "Your Feet Are Killing Me" add a touch of humor which may result in cooperation from corner cutters.

The Elderly—An Important Resource

The elderly represent an important resource to schools. They are a living link with the past. Council members can assist in arranging to involve the elderly in the school program in a number of ways:

1. The elderly can assist within classrooms as volunteers to bridge the generation gap.
2. The elderly can tutor students.
3. The elderly can serve as resource speakers on their careers, travels, or hobbies.
4. The elderly are living historians. They can present students with unique views of life during previous decades.
5. Councils can set up an "Adopt a Grandparent" program in which a student can establish a meaningful relationship with an older person.
6. School districts can assist the financial plight of older residents by providing them with free honor passes to all school events.
7. Student councils can schedule "Youth and Elderly Conferences" to gain an understanding of the plight of many older citizens. Conference topics may include: false stereotypes concerning the elderly; mandatory retirement; life on a fixed income; living in dignity; needs of the elderly; health care; housing; and special programs for the elderly.
8. Council members can conduct fund-raising drives for projects which benefit the elderly.
9. Students can work as volunteers in retirement homes.
10. Student councils can sponsor a "Grandparents Day" when grandparents are invited to visit for part or all of a day.

Buddy System

Moving to a new school, meeting new friends, and facing new situations may be stressful for new students. The buddy system is designed to assist new students adjust to a new school. Students from each grade can be selected to act as buddies who will help new students during their first few days at school. A list of buddies is given to the guidance office to enable counselors to match a buddy with a new student. Buddies must be trained for their role in providing the following assistance:

1. Giving the new student a tour of the building.
2. Explaining the student's schedule of classes, the daily schedule, and the bell schedule.
3. Introducing the new student to his or her teachers and to the principal.
4. Taking the new student to lunch on several consecutive days.
5. Introducing the new student to other students.
6. Inviting the new student to an after-school activity.
7. Briefing the new student with opportunities or activities within the school.
8. Answering questions the new student may have or referring him or her to a faculty member.
9. Reviewing school regulations and policies with the new student.
10. Being a friend to the new student.

Toy Library

Student councils can assist in establishing a "toy library" section in their community library. Civic, charitable, service, and religious groups within the community can be contacted to contribute toys for the project. Guidelines concerning the contribution of toys should include the type of toy desired, taking into account safety, durability, educational value, and design.

The project can include a system whereby toys are contributed to the library on a regular basis. A contribution cycle can be set to specify which participating organizations are to contribute toys in a given month. For example, during January the Rotary and Women's Club may be scheduled to contribute \$25 or its equivalent in toys. The toy inventory can thus be maintained without expense to the library.

Toy checkout can be handled in a manner similar to book checkout. Provisions for retirement of toys when they are worn out needs to be made. Toys removed from circulation may be donated to charitable organizations for recycling.

Toy libraries may also be established in institutions such as hospitals, schools for the handicapped, or children's homes.